

A well designed and implemented school health education program will contribute to a student's ability to successfully adopt and practice behaviors that protect and promote health, and avoid or reduce health risks. A comprehensive health education program provides students with opportunities to build skills that will enhance critical thinking abilities, decision making, problem solving and behavioral skills, and develop health literacy. To reach this goal, the educator and the program will teach functional health information (essential concepts); help students determine personal values that support health behaviors; help students develop group norms that value a healthy lifestyle; and help students develop the essential skills necessary to adopt, practice, and maintain health-enhancing behaviors.

In Indiana, the Academic Standards for Health and Wellness are designed to support students in their development of essential health skills within the ten health content areas: (1) Growth and Development; (2) Mental and Emotional Health; (3) Community and Environmental Health; (4) Nutrition; (5) Family Life; (6) Consumer Health; (7) Personal Health; (8) Alcohol, Tobacco, and Other Drugs; (9) Intentional and Unintentional Injury; and (10) Health Promotion and Disease Prevention. Knowledge of core health concepts and underlying principles of health promotion and disease prevention are included in Standard One. Standards Two through Eight identify key processes and skills that are applicable to healthy living. These include identifying the impact of family, peers, culture, media, and technology on health behaviors; knowing how to access valid health information; using interpersonal communication, decision-making, goal-setting, and advocacy skills; and enacting personal health-enhancing practices.

Health and Wellness
(Grade – Kindergarten)

3506

Primary level health education provides the foundation for a life-long journey of developing knowledge, concepts, skills, behaviors, and attitudes related to student health and well-being. This course is part of a planned, sequential, comprehensive health education curriculum that uses the Academic Standards for Health and Wellness to support student development of essential health skills within the ten health content areas. In kindergarten, students begin to identify the role health plays in their life. This course focuses on what students can do to promote good health and well-being, making clear connections to their immediate environment and health information, concepts, skills, and behaviors.

Health and Wellness
(Grade – First)

3506

Primary level health education provides the foundation for a life-long journey of developing knowledge, concepts, skills, behaviors, and attitudes related to student health and well-being. This course is part of a planned, sequential, comprehensive health education curriculum that uses the Academic Standards for Health and Wellness to support student development of essential health skills within the ten health content areas. In grade one, students continue to identify the role health plays in their lives and begin to practice, recognize, and explain the importance of health promoting behaviors such as identifying

safe behaviors to prevent common accidents, explaining why it's important to care for their bodies, and practicing working together and following rules. This course focuses on what students can do to promote good health and well-being, making clear connections to their immediate environment and health information, concepts, skills, and behaviors.

Health and Wellness
(Grade – Second)

3506

Primary level health education provides the foundation for a life-long journey of developing knowledge, concepts, skills, behaviors, and attitudes related to student health and well-being. This course is part of a planned, sequential, comprehensive health education curriculum that uses the Academic Standards for Health and Wellness to support student development of essential health skills within the ten health content areas. In grade two, students continue to explore and understand the dimensions of health as being physical, mental, and social, and begin to acknowledge personal responsibility for health promotion and/or risk reduction. They identify and compare the diverse internal and external factors that influence health practices and behaviors, identify health goals and decisions, and name health behaviors to prevent injuries, diseases, and disorders. This course focuses on what students can do to promote good health and well-being, making clear connections to their immediate environment and health information, concepts, skills, and behaviors.

Health and Wellness
(Grade – Third)

3506

Health education for the upper elementary student focuses on how students can assume more responsibility for their health, develop positive health behaviors, and prevent negative, unhealthy behaviors. Acceptance of differences in individual growth and development as well as strategies to prevent the use of alcohol, tobacco, and other drugs is woven throughout the course. This course is part of a planned, sequential, comprehensive health education curriculum that uses the Academic Standards for Health and Wellness to support student development of essential health skills within the ten health content areas. In grade three, students continue to recognize and examine the interrelationships of emotional, physical, and social health and the impact of their surroundings on their personal health, decisions, and practices. The identification and practice of refusal and conflict-resolution skills contributes to the continued learning of health-enhancing skills, behaviors, and practices. Health education at this level includes the development of a wider range of skills, enhanced knowledge, and an increased emphasis on attitudes conducive to a healthy lifestyle. Opportunities to apply knowledge and skills are provided through interactive instructional strategies and activities.

**Health and Wellness
(Grade – Fourth)**

3506

Health education for the upper elementary student focuses on how they can assume more responsibility for their health, develop positive health behaviors, and prevent negative, unhealthy behaviors. Acceptance of differences in individual growth and development and cultures, as well as strategies to prevent the use of alcohol, tobacco, and other drugs is woven throughout the course. This course is part of a planned, sequential, comprehensive health education curriculum that uses the Academic Standards for Health and Wellness to support student development of essential health skills within the ten health content areas. In grade four, students will identify skills, sources, and strategies for health promotion and demonstrate their understanding and ability to apply them to a personal health plan. The use of the decision-making process, situation analysis, and determining healthy alternatives are central themes at this grade level. Health education at this level includes the development of a wider range of skills, enhanced knowledge, and an increased emphasis on attitudes conducive to a healthy lifestyle. Opportunities to apply knowledge and skills are provided through interactive instructional strategies and activities.

**Health and Wellness
(Grade – Five)**

3506

Health education for the upper elementary student focuses on how students can assume more responsibility for their health, develop positive health behaviors, and prevent negative, unhealthy behaviors. Acceptance of differences in individual growth and development and cultures, as well as strategies to prevent the use of alcohol, tobacco, and other drugs is woven throughout the course. This course is part of a planned, sequential, comprehensive health education curriculum that uses the Academic Standards for Health and Wellness to support student development of essential health skills within the ten health content areas. In grade five, students will continue to analyze, develop, model, and refine coping, decision making, and interpersonal skills as they relate to adolescent growth and development, disease prevention, stress management, and other health-related areas. Health education at this level includes the development of a wider range of skills, enhanced knowledge, and an increased emphasis on attitudes conducive to a healthy lifestyle. Opportunities to apply knowledge and skills are provided through interactive instructional strategies and activities.

**Health and Wellness
(Grade – Six)**

3506

Middle and junior high school health education provides for the continued development of attitudes and behaviors related to becoming a health-literate individual. This course is part of a planned, sequential, comprehensive health education curriculum that uses the Academic Standards for Health

and Wellness to support student development of essential health skills within the ten health content areas. In grade six, students focus on continued skill development and skill applications that assist in building competencies for health literacy. These may include decision-making skills, stress management skills, communication skills, social skills, and assertiveness skills. Developmentally appropriate concepts of personal and community health; safety and injury prevention; nutrition and physical activity, mental health; alcohol, tobacco and other drug use; and family life and human sexuality are areas used for skill development. The adolescent student has instructional opportunities to investigate how health behaviors impact health, well-being, and disease prevention and to accept personal responsibility for health-related decisions.

Health and Wellness
(Grade – Seven)

3506

Middle and junior high school health education provides for the continued development of attitudes and behaviors related to becoming a health-literate individual. This course is part of a planned, sequential, comprehensive health education curriculum that uses the Academic Standards for Health and Wellness to support student development of essential health skills within the ten health content areas. In grade seven, students focus on continued skill development and more opportunities for analyzing, modeling, and applying skills that will assist in building competencies for health literacy. These may include decision-making skills, stress management skills, communication skills, social skills, and assertiveness skills. Developmentally appropriate concepts of personal and community health; safety and injury prevention; nutrition and physical activity; mental health; alcohol, tobacco and other drug use; and family life and human sexuality are areas used for skill development. The adolescent student has instructional opportunities to investigate how health behaviors impact health, well-being, and disease prevention and to accept personal responsibility for health-related decisions.

Health and Wellness
(Grade – Eight)

3506

Middle and junior high school health education provides for the continued development of attitudes and behaviors related to becoming a health-literate individual. This course is part of a planned, sequential, comprehensive health education curriculum that uses the Academic Standards for Health and Wellness to support student development of essential health skills within the ten health content areas. In grade eight, students focus on continued skill development and more opportunities for analyzing, modeling, and applying skills that will assist in building competencies for health literacy. Students apply health education concepts and health literacy skills, e.g., practicing interpersonal communications that promote health; analyzing positive and negative, internal and external influences on health decisions; and demonstrating self-care practices in managing personal daily activities. Developmentally appropriate concepts of personal and community health; safety and injury prevention; nutrition and physical activity; mental health; alcohol, tobacco and other drug use; and family life and

human sexuality are areas used for skill development. The adolescent student has instructional opportunities to investigate how health behaviors impact health, well-being, and disease prevention and to accept personal responsibility for health-related decisions.

ADVANCED HEALTH & WELLNESS **(ADV HLTH ED)**

3500

Advanced Health & Wellness, an elective course that is aligned to the *Indiana's Academic Standards for Health & Wellness*, provides advanced knowledge and skills to help students adopt and maintain healthy behaviors. Through a variety of instructional strategies, students practice the development of functional advanced health information (essential concepts); determine personal values that support health behaviors; develop group norms that value a healthy lifestyle; develop the essential skills necessary to adopt, practice, and maintain health-enhancing behaviors. Advanced Health & Wellness provides students with an in-depth study of promoting personal health and wellness, physical activity, healthy eating, promoting safety and preventing unintentional injury and violence, promoting mental and emotional health, a tobacco-free lifestyle and an alcohol- and other drug-free lifestyle and promoting human development and family health. The scientific components of health and wellness, health issues and concerns, health risk appraisals, individual wellness plans, health promotion and health careers are expanded and explored within the context of the course. This course provides students with the advanced knowledge and skills of health and wellness core concepts, analyzing influences, accessing information, interpersonal communication, decision-making and goal-setting skills, health-enhancing behaviors, and health and wellness advocacy skills.

- Recommended Grade Level: 10 – 12
- Recommended Prerequisites: Health & Wellness course
- Credits: 1 credit, 1 semester course
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence or Flex Credit Course

CURRENT HEALTH ISSUES **(CHI)**

3508

Current Health Issues, an elective course that can be aligned to *Indiana's Academic Standards for Health & Wellness*, focuses on specific health issues and/or emerging trends in health and wellness, but not limited to: personal health and wellness; non-communicable and communicable diseases; nutrition; mental and emotional health; tobacco-prevention; alcohol and other drug-prevention; human development and family health; health care and/or medical treatments; and national and/or international health issues. This course provides students with the knowledge and skills of health and wellness core concepts, analyzing influences, accessing information, interpersonal communication,

decision-making and goal-setting skills, health-enhancing behaviors, and health and wellness advocacy skills.

- Recommended Grade Level: 9 – 12
- Recommended Prerequisites: Health & Wellness course
- Credits: 1 credit, 1 semester course
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence or Flex Credit Course

HEALTH & WELLNESS EDUCATION **(HLTH&WELL)**

3506

Health & Wellness, a course based on *Indiana's Academic Standards for Health & Wellness*, provides the basis to help students adopt and maintain healthy behaviors. Health education should contribute directly to a student's ability to successfully practice behaviors that protect and promote health and avoid or reduce health risks. Through a variety of instructional strategies, students practice the development of functional health information (essential concepts); determine personal values that support health behaviors; develop group norms that value a healthy lifestyle; develop the essential skills necessary to adopt, practice, and maintain health-enhancing behaviors. This course includes the application of priority areas in a planned, sequential, comprehensive health education curriculum. Priority areas include: promoting personal health and wellness, physical activity, healthy eating, promoting safety and preventing unintentional injury and violence, promoting mental and emotional health, a tobacco-free lifestyle and an alcohol- and other drug-free lifestyle and promoting human development and family health. This course provides students with the knowledge and skills of health and wellness core concepts, analyzing influences, accessing information, interpersonal communication, decision-making and goal-setting skills, health-enhancing behaviors, and health and wellness advocacy skills.

- Recommended Grade Level: 9 – 12
- Recommended Prerequisites: 8th grade health education
- Credits: 1 credit, 1 semester course
- Fulfills the Health & Wellness requirement for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors diplomas
- A Career Academic Sequence or Flex Credit course